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ABSTRACT

The units contain suggestions for various approaches to the study of specific careers and career clusters at the junior high school level, and provide 13 lessons covering the areas of: obtaining career information, creative writing, journalism, health, environmental control, personal services and government, job application techniques, writing skills, and money-management. Each lesson includes a performance objective, activities that are chosen by the students, and an outcome measure. Each lesson contains a list of possible learning activities and assignments: suggested reading, writing assignments, and discussion topics. A list of suggested films complete the document. (JB)

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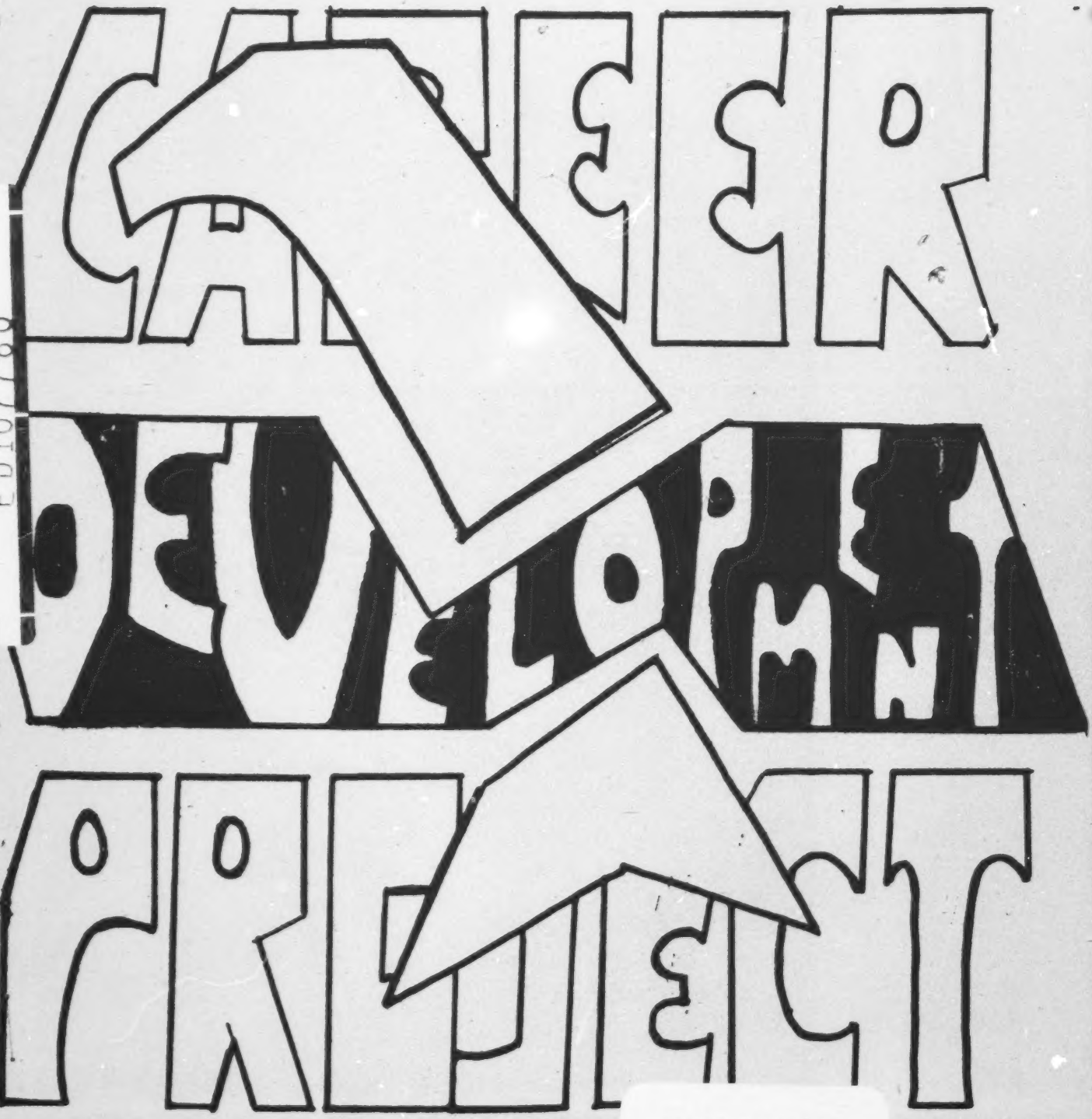
Vocation Units



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VOCATION UNITS

June, 1972
Elizabeth Moses
Hanley Junior High School

Vocation Units

The following contains suggestions for various approaches to the study of specific careers and career clusters. In most cases the order of the lessons is not significant.

Elizabeth A. Moses

Career Preparation Knowledge and Skills Domain

Performance Objectives: Each student will gain knowledge in the area of distinguishing between a fictitious account of a career and a factual description.

Each student will also learn about determining elements of factual description in a career novel and their purpose, as evidenced by a 2 page report comparing a novel on a given career with factual material.

Activities:

1. Each student will select a career cluster from the sheet of fifteen career clusters. He will then read a novel connected with one of the careers in the cluster. Students will be encouraged to use the public library and their own collections to find books concerning careers in the cluster they have chosen.

2. Each student will then read factual material in the area of the career discussed in the book.

3. Each student will complete a written report comparing the fictional description of the career to the factual information collected. A minimum of two pages will be required.

4. The teacher will confer with the student suggesting tapes and books for accumulating factual data.

5. Formal composition technique review will emphasize the elements of the composition (Introduction, body, conclusion) and basic concise writing techniques in the area of comparing two sources prior to the written report.

Outcome Measure: 2 page comparison paper for teacher evaluation

Self Knowledge Domain

Performance Objective: The students will gain knowledge concerning his own interests in the area of living accommodations, or career choice, or in the area of creative fiction writing as evidenced by selection and completion of one of the following activities

Activities:

1. Draw a detailed diagram (to scale) including placement of furniture, or your dream house.

2. Complete the above making a model instead of a diagram.

3. Write a short story (5 pages in length) with the protagonist involved in a career you have studied or plan to study.

4. Write a research report about a U.S. or world city you have heard about and would like to live in. Your report should contain information about the climate, special cultural features, general important industries or other large employers, as well as specific information about living conditions and your reasons for wanting to live there. Pictures are encouraged.

5. Compile a bibliography or a specific career based on material in at least <u>two</u> libraries.

6. Write up interviews of at least three people pursuing a career you have chosen. (The teacher can be consulted for suggestions concerning people to interview.)

7. Compile several short reports (at least 4) on careers within one career cluster for the class file.

8. Keep an accurate journal concerning the activities of the carnival work to be used in the future.

Outcome Measure: Students' project for teacher evaluation

Career Preparation Knowledge and Skills Domain

Performance Objective: Each student will gain knowledge in the area of general newspaper organization and the requirements of writing in specific sections as evidenced by a list of career opportunities available in newspaper work and participation in a class-produced newspaper.

Activities:

1. Speaker from Post-Dispatch will outline various career opportunities available at a large newspaper.

2. The students will receive five consecutive days of the Post-Dispatch to look at and discuss.

3. The student will select one of the following activities after each has been previewed in class.

   a. head liner
   b. news writer
   c. editorial writer
   d. television reviewer
   e. woman's page editor
   f. cartoonist
   g. lay-out worker
   h. photographer (optional)
   i. question-answer column

   Any others the class discovers while examining the paper

4. Each student or group of students will work at his task preparing several papers demonstrating ability in the area he has chosen.

5. Use movies applicable to newspapers

6. Read and discuss "the Scoop" in 75 Short Stories

Outcome Measure:

1. The class will elect a editor and produce a small newspaper based on group work mentioned above.

2. Each student will produce a list of career opportunities available in the newspaper field.

Self Knowledge Domain

Performance Objective: Each student will gain information about detailing information in a life story as shown in individual famous biographies and autobiographies as well as student's own biography.

Each student will gain information concerning his own interests through the Kuder Preference Test.

Activities:

1. Discussion of autobiography and the function it serves.

2. Read Autobiography of Malcolm X Chap Chapter 1 and discuss early events as motivation for his later choices in areas of career, general values, and beliefs.

   If time and interest permits, other selections from biographies and autobiographies may be read and discussed here with the focus centering on early career planning and the effects family life and early peer group experience have on vocational planning.

3. Writing of individual autobiographies stressing beliefs and aspirations, as opposed to chronological sequence.

4. Discussion of preferences for leisure time and implications of preferences.

5. Kuder Preference test administration (Note - some students will have to record their choices orally as the test is long and accuracy in reading is important.)

6. Scoring of the test and charting of the scores.

7. Each student will meet with his teacher and counselor to discuss test results.

8. The student will compare his own aspirations with the test results.

Outcome Measure: The student will observe the kinds of leisure activities he enjoys in the career setting he has chosen and discuss this with the teacher.

Career Preparation Knowledge and Skill Domain

Performance Objective: The student will gain information of duties and preparations required for one or more of the career's outlined by a speaker in the health careers area, as evidenced by a written report.

Activities:

1. A representative from a university medical center will address the class concerning career opportunities available within a modern hospital complex.

2. Each student will select one of the careers discussed and complete a two page report.

3. Students will be encouraged to use information available at the Hanley and University City Libraries.

4. Students having relatives or friends working in a hospital setting will be encouraged to interview these people for a more personalized look at the career selected.

Outcome Measure: Each student will submit his report for evaluation by the teacher.

Career Preparation Knowledge and Skill Domain

Performance Objective: Each student will acquire knowledge concerning the diversity of careers in the environmental control cluster and will demonstrate this knowledge by a list of several career opportunities presented by the speaker and a file of articles clipped from newspapers or magazines over a week period concerning environmental control.

Activities:

1. A speaker will speak to the class about career opportunities in environmental control.
2. Class discussions will center around the vocations discussed above and the material and non-material advantages.
3. Some magazines and newspapers will be available in the classroom for the students to use in clipping articles on environmental control.
4. Students will write summaries of articles during class.
5. Each student file will be kept inthe classroom.

Outcome Measure:

1. Five students will volunteer or be asked to present their file to the class. These students will receive an oral report grade as well as a summary grade.
2. Other files and summaries will be evaluated by the teacher.

Career Preparation Knowledge and Skill Domain

Performance Objective: Each student will gain knowledge about the career opportunities available in the hospitality and personal service cluster.

Each student will also gain knowledge concerning group interaction as evidenced by a composition concerning a group of individual experience and a set of essay questions based on a short story read and discussed in class.

Activities:

1. A representative from the JCCA will discuss career opportunities in the area listed above with the class.

2. Idea of recreational groups and various other career opportunities will be discussed. Students will be encouraged to find out about various phone services operated to help young people and answer questions. (See Life Magazine, June 23, 1972)

3. Group functioning will also be discussed through the short stories. "The Lottery" S. Jackson and "Oh What a Lovely Night" S. Jackson. Discussion of stories will occur in groups.

4. An experiment in group pressure can be conducted by sending one student on an errand while class is given the following instructions.

   — five groups of two lines each are drawn on the board. In each case "A" is longer than "B". A | B. When asked which is shorter each class member is to say "A".

   The student out of the room must then depend on his ability to stand alone. Each answer is recorded on the board.

   A discussion of why the person capitulated or did not follow with a general analysis of the experiment.

5. Discussion of group experience and peer pressure, perhaps touching on class relationships or inter-school relationships.

6. A short composition will be written concerning individual or group experience.

Outcome Measure:

1. Each student will submit answers to essay questions based on a short story discussed in groups.

2. Each student will submit a short composition based on a group or individual experience for teacher evaluation.

Career Preparation Knowledge and Skill Domain

Performance Objective: Each student will gain knowledge concerning ways to obtain information from government agencies and institutions outside of the State.

Students will also gain knowledge concerning the diversity of career opportunities available in the agri-business and natural resource cluster.

Activities:

1. Each student will make a rough draft and a final copy of a business letter to be sent to:

   a. Department of Agriculture

   b. An Agri-busines organization

   c. Colleges with agriculture and mining programs

      Example: Texas A & M

2. When information is received the student will combine it with information available at the library and will complete a report.

3. Three students will be asked to present their reports to the class.

Outcome Measure:

1. The teacher will grade and make suggestions concerning the business letter before mailing.

2. Each student will submit his report for teacher evaluation.

3. Those students who present to the class will receive oral grades as well.

4. Reports will be graded for organization and clarity.

Career Preparation Knowledge and Skills Domain

Performance Objective: Each student will gain knowledge of procedures for apply for a job and will be able to write a business letter seeking an application, complete an application form, and complete a W-4 form, as evidenced by performance of these tasks and by role playing a job interview.

Activities:

1. Each student will be given a copy of a newspaper. (Post-Dispatch should be in the classroom for use.) After a discussion concerning use of the want ads and arrangement etc., each student will be asked to find an ad which offers the kind of vocation he is interested in studying.

   (Teacher may want to use the ad section for a simple scanning game if time permits.

   If all students have a copy of the same paper the teacher may select several items contained in the want ads and ask the students to locate the full ad or find out additional information by scanning the section. Example: "What number would I call to inquire about a job as an LPN at St. Luke's Hospital" etc.

   The student who finds the answers first may go to the board or raise his hand or merely say the answer aloud, depending on the teachers desires. Points can be accumulated if this is done more than once.

   This activity can be repeated often if the class enjoys it and the teacher feels comfortable using it as a break from class routine.)

2. The student should clip the ad and begin his business letter. The teacher might want to review the essential components of a business letter and its organization at this time.

3. Each student should write a rough draft of a business letter to the company or person mentioned in his ad. The following items should be included.

   a. Request for application for employment

   b. Request for interview concerning job

4. The teacher should correct technical mistakes in organization and format or the rough draft and return the first copy of the letter to the students for rewriting.

5. Role playing as the Personnel Director of the company or organization mentioned in each student's ad, the teacher should type a personal letter in response to the final copy of the business letter.

Career Preparation Knowledge and Skills Domain

Activities (continued)

6. The typed letters should be enclosed in an envelope with an application form and returned to the students.

7. The teacher will instruct the class concerning the proper filling out of such forms as W-4 forms, Social Security, etc. (Copies of these should be made and distributed to the class so that each student may fill out his own copy.)

   During this class period the purpose of these documents will be discussed.

Note: Those students who wish might go on to look at Income Tax forms andlearn how to complete these documents correctly.

8. Application forms (a rough draft and the final copy given to the student in the envelope from the teacher) will be completed carefully.

9. The teacher should spend time discussing interviewing and its purpose. The discussion should focus on first impression ideas vs really evaluating a candidate for a job. (Idea of being hypocritical - jobs that demand a particular kind of appearance or attitude)

10. A group of four or five students should be assigned the task of reading up on the interviewing process and role playing an interview for the class.

Note: This assignment is an oral grade and should be recorded with the other voluntary oral grades in this project.

11. Interviewing groups should be assigned after the above demonstration. Each student will be interviewed and be an interviewer.

Note: The teacher and counselor (if possible) should be in the various groups. The student should present his final copy of the application form at the time of the interview.

Outcome Measure:

A. Completion of business letters, application forms, W-4 forms

B. Participation in role playing-a job interview

Career Preparation Knowledge and Skills Domain

Performance Objective: Each student will gain experience in managing his money, as evidenced by completion of checking account, application forms and discussion of differences between checking and saving accounts.

Activity:

1. After the interview, checking account forms should be filled out carefully with information regarding the difference between checking and savings accounts.

Outcome Measure:

A. Completion of checking account application forms

B. Participation in discussions of money management

Career Preparation Knowledge and Skills Domain

Performance Objective: Each student will gain information about a career of his choice, as evidenced by a written report about the career.

Activities:

1. After student has received his letter, the class should spend one day of general orientation in the library reviewing the use of the reader's guide, card catalogue and general location of print and non-print information on careers.

2. The teacher will spend one class period reviewing the basic structure of an outline and it's purpose.

3. Each student will then complete an outline of a newspaper article of his own choice.

   (Suggestions: sport's articles, women's pages, movie reviews etc.)

4. The teacher will discuss the basic format of the report and make suggestions about the oral presentation. The importance of clear organization of the written material should be related back to the outline lesson and stressed.

   A. Some suggestions for material to be included in the written report. ('Decisions concerning length and specific items to be included are left to the discretion of the teacher and the choice of the students.

      1. Specific description of vocation - duties, responsibilities, hours, special working conditions.

      2. Education required and availability of this education.

      3. Approximate salary expected at the beginning of work

         Reasons for choice of this vocation

      4. Explanation of the career cluster the vocation belongs to and brief statement concerning other vocations in this cluster.

   B. A list of 15 vocabulary words related to the career chosen with definitions and one sentence for each word demonstrating knowledge of use.

Outcome Measure: Written Report

Career Preparation Knowledge and Skills Domain

Performance Objective: Each student will gain information about careers of interest to his classmates, as evidenced by attention during oral presentations by other students.

Activity:

A. Oral presentation suggestions

1. As a recruiter, plan a talk designed to interest young men and women about to choose a vocation in your career choice.

2. As a source of information in the student's career choice, slides showing aspects of the career or a taped presentation should be encouraged. (Explanation of a collage could also be used here.)

3. Performance of a student-written skit about an interview for a job (general) or a first day at work (general)

4. If possible actual contact with the career or career cluster under study can be substituted at a hospital. Several visits to a court, etc.

Outcome Measure: Attention during oral presentations by students

Self Knowledge and Career Preparation Knowledge and Skills Domain

Note: The following is subject to approval of the school administration.

Performance Objective: The students will gain experience in organization and execution of a school money-making venture.

Activities:

1. Students will produce the Hanley Carnival in conjunction with the PTA and any other groups interested.

2. Each student will turn in an evaluation of his experience as an individual and a committee member.

Procedures: Each member of the class will sign up for one of the following groups.

a. Construction - actual building of booths

b. Business - in charge of setting prices, getting tickets, monitoring intake of money during the carnival

c. Booth design - in charge of taking suggestions for various booths and assigning groups of students outside the class to booths and making sure items necessary for games etc., are gotten

d. Layout - in charge of the general floor plan of the carnival- also to aid in construction etc., with painting etc.

e. Publicity - in charge of designing and executing an advertising campaign to capture student and community interest.

f. Scheduling and monitoring - in charge of setting up schedules with booth chairman to cover booths during the carnival and general monitoring, giving information during the carnival etc.

g. Refreshment - in charge of setting up a booth where snack-type food will be sold.

h. Clean-up - in charge of returning the carnival area to some semblance of normalcy.

3. After the carnival each student will write up a summary of his experience and an evaluation of this activity as a class project.

Outcome Measure: The success of the carnival as a whole, financially and as a form of entertainment for school and community.

Each student's summation of his activities and his reaction to them will measure the value of this activity as a class project.

Self Knowledge and Career Preparation Knowledge and Skills Domain

Outcome Measure (continued)

Note: Hanley has had a carnival in the past. Mr. Jack Frohlichstein, a former Hanley teacher, sponsored the last carnival at Hanley in the spring of 1970. He could be contacted for advice as he is still in the area.

A wide participation beyond the limits of this class and the 8th grade should be encouraged here on an after school basis.

The design of games and other booths (fortune telling, night club, jail etc.) should be left entirely up to the students. If possible the class should serve as a director of interested students from the general student body and coordinators between students, faculty and the PTA.

Note: This project should be introduced at the beginning of the course and worked on sporadically as needs demand. Special class time should be given for construction committee and publicity committees. The advice and aid of shop and art teachers should be enlisted.

Suggested Films

1. Post Dispatch movie on the making of a newspaper
2. "Poe Visits with the Author"
3. "Story of a writer"
4. "Reporting and Explaining"
5. "Career as a Secretary"
6. "Career in Electronics"
7. "Career in Elementary teaching"
8. "Career in Forestry"
9. "Career in the building trade"
10. "The Doctor"
11. "Industries of the Future"
12. "Personal Qualities for a job"
13. "Planning Your Career"
14. "Take a Letter from A-Z"
15. "Your Job - Applying for it"
16. "Your Job - Find the right one"
17. "Your Job - Fitting in"
18. "Tool and Die or mold market"

Note: Teacher should preview films and make a decision concerning which ones to use and when they might be most valuable.

Following a film, students might be asked to discuss the film, continue study of the material introduced in the library, summarize the contents in report form. Make a list of vocabulary words, role play a situation given in the film etc.